DOCUMENT RESUME

ED 115 527 SO 008 743

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TITLE The Michigan Career Education Infusion Model and Social Studies Instruction in Select Michigan Schools.
PUB DATE Nov 75
NOTE 18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Career Awareness; *Career Education; Career Planning; Course Descriptions; *Educational Objectives; Models; *Program Descriptions; Secondary Education; *Social Studies; *Teaching Methods

ABSTRACT

The Michigan program for teaching career education through social studies is described. This program provides career preparation through the necessary academic or vocational training and career development through the acquisition of self-awareness knowledge, career awareness knowledge, career decision-making skills, and career planning and placement. The primary delivery system for career development is the social studies instructional program. The major technique used is known as the infusion process. In this process career development objectives are incorporated into existing instructional materials and classes. The premise is that instruction designed to help students achieve specific learning objectives can result in additional or secondary learning. The Michigan Department of Education has developed an inservice program and various materials to help the teachers effectively use the infusion process. Also included are a lengthy list of career development goals and objectives, a sample career education worksheet for developing specific learning objectives, and three sample social studies activities that have infused a career development conponent. (Author/DE)

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THE MICHIGAN CAREER EDUCATION

Infusion Model

and

Social Studies Instruction

in

Select Michigan Schools

A

VOLUNTARY PAPER

by

Dr. Roger Hiemeyer

Michigan State University

for

the

National Council for the Social Studies

55th Annual Meeting

November 28, 1975

Atlanta, Georgia

In the beginning. . .

Public Law 93-380 of our Federal government established an Office of Career Education in the U S Office of Education. This law further ordered a survey and assessment of current programs, authorized grants for demonstration projects and state development plans and established a National Advisory Council for Career Education.

The 77th Legislature of the State of Michigan responded by passing Public Act 97, The Michigan Career Education Act. Thus on May 7, 1974 the status and significance of Career Education was recognized.

Structure

A Michigan Career Advisory Commission came into existence to advise the State Board of Education and the Superintendent. Forty-nine regional Career Education Planning Districts (CEPD) have been designated, staffed with at least one Career Education Coordinator and each CEPD now has its own Career Education Planning District Council.

The measure, Public Act 97, further stated "Beginning with the 1975-76 school year each local education agency shall have a comprehensive Career Education plan and shall establish performance objectives." Local Educational Agencies (LEA) in turn formed local advisory committees of students, teachers, parents, administrators and community people representing the arts, business, labor and industry, with no more than half the members representing the education profession.

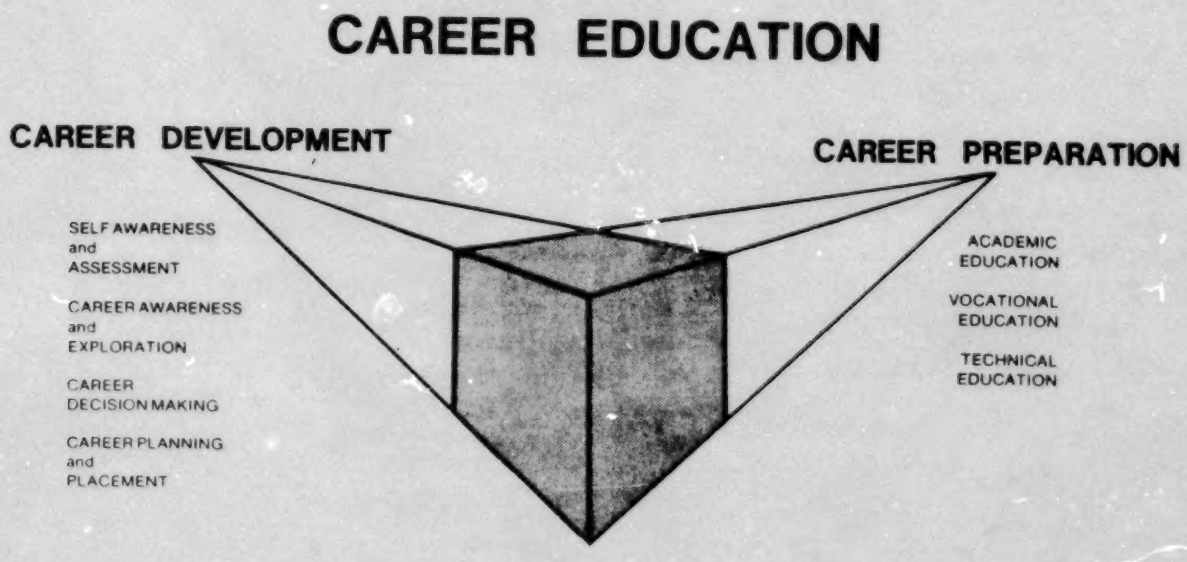
The eight State supported teacher training institutions were instructed to form the Michigan Career Education Consortium to provide pre and in-service inputs related to the Michigan model for Career Education Programs.

A Special Assistant to the State Superintendent has been identified to direct and coordinate this multi-agency program within the Michigan Department of Education.

Program

The State of Michigan has had for some time a general philosophy of education called the Common Goals of Michigan Education. In keeping with this philosophy the Michigan Career Education Advisory Commission defines "career" to include the individuals' life roles as citizen, family member and participant in aesthetic and recreational experiences, as well as worker.

In Michigan, Career Education generally has been separated into two broad categories, those being Career Development and Career Preparation. The relationship is often shown as follows:



Career Preparation

Career Preparation treats acquiring academic and vocational knowledge and skills necessary to implement career decisions and plans. It includes existing content of academic and vocational programs. Objectives for

academic programs appear in a series of Michigan Department of Education discipline oriented publications often referred to as "Minimal Performance Objectives." Vocational Education objectives are published by the Department as the (vocational-technical) "Performance Objectives Development Project."

Career Development

Career Development speaks to acquiring the knowledge, skills and experiences an individual needs to explore, plan and establish life roles. The four aspects are: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. Most Michigan schools do not have career development courses. Objectives for Career Development, "A Reference Guide, Career Development Goals and Performance Indicators" is available from the Department.

A brief statement of the goals of Career Development follows:

Self Awareness and Assessment

1.1. For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

1.2. For the individual to recognize similarities and differences between his or her interests and values and those of others.

1.3. For the individual to recognize settings and experiences that provide knowledge of self and others.

2.1. For the individual to recognize that self development is the result of interaction between personal characteristics (e.g., interests and values) and his or her environment.

2.2. For the individual to establish goals to direct self development.

2.3. For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.

3.1. For the individual to understand the difference between individual and group roles.

3.2. For the individual to recognize both the individual and group aspects of life-career roles.

3.3. For the individual to understand the effect of role expectation on individual behavior.

4.1. For the individual to identify experiences which utilize interpersonal skills.

4.2. For the individual to acquire listening, attending, responding, and initiating skills.

4.3 For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

Career Awareness and Exploration

5.1. For the individual to understand individual differences in education and training needs.

5.2. For the individual to recognize the variety of types and sources of education and training.

5.3. For the individual to relate educational alternatives to life style.

6.1. For the individual to understand the relationship between an occupational role, its setting, and life style.

6.2. For the individual to recognize that occupations tend to cluster in several ways.

6.3. For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.).

6.4. For the individual to understand the relationship between and within the occupational world and the economic system.

6.5. For the individual to identify the factors that affect job success, advancement, and mobility.

6.6. For the individual to gain experience in work related roles and settings.

7.1. For the individual to understand the relationship between leisure roles and life style.

7.2. For the individual to understand the relationship between leisure roles and their settings.

8.1. For the individual to understand the relationship between family roles and life styles.

8.2. For the individual to identify the factors that influence family role (setting, occupation, peers, age, government policies, etc.).

9.1. For the individual to understand the relationship between citizen roles and life styles.

9.2. For the individual to identify the factors that influence citizen roles (setting, occupation, peers, age, government policies, etc.).

9.3. For the individual to understand the relationship between political systems and citizen role.

Career Decision Making

10.1. For the individual to identify situations and events in his or her life that involve making decisions.

10.2. For the individual to identify factors that influence decision making.

11.1. For the individual to acquire skill in developing options.

11.2. For the individual to acquire skill in relating factors that influence a decision to identified options.

11.3. For the individual to gain decision-making experience by making systematic decisions.

11.4. For the individual to acquire skill in stating and implementing a plan of action.

12.1. For the individual to identify and evaluate educational options in terms of self assessment.

12.2. For the individual to identify and evaluate family, occupational, citizen, and/or leisure options in terms of self assessment.

13.1. For the individual to identify and state tentative career goals and alternative goals.

Career Planning and Placement

13.2. For the individual to identify and investigate prerequisites for reaching goals.

13.3. For the individual to assess the probability of attaining goals.

13.4. For the individual to plan personal programs to reach identified career goals.

14.1. For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

14.2. For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

14.3. For the individual to identify and acquire information and skills necessary to reach citizen, leisure, and/or family goals.

15.1. For the individual to identify and utilize resources necessary in the implementation of his or her career plans.

15.2. For the individual to demonstrate a commitment to and act upon his or her plans.

16.1. For the individual yo identify factors that influence implementation progress.

16.2. For the individual to periodically assess progress on his or her career plan.

17.1. For the individual to modify or redesign career plans, if evaluation indicates.

Infusion Process

The primary delivery system for Career Education is the instructional program. This includes both career preparation and career development content. The major technique utilized is known as the "infusion process."

The infusion process incorporates career development instruction into existing instruction in a manner to reveal immediate and future use and value for existing instruction. The technique encourages greater relevancy and purpose.

The infusion technique encourages the teacher as a curriculum developer. The premise involved is that instruction designed to assist students reach specific learning objectives can, and often does, result in additional or secondary learning. Additional learning or insights by learners can come about by careful selection of examples and references used to clarify a point in a lesson. An intended history (academic) objective can be taught in by employing a small group activity that should result in a growth of interpersonal career development skills. "Good" social studies instruction has nearly always required active learner involvement which in turn reveals to the learner knowledge about themselves.

Teachers need to know how to capitalize on this secondary learning and how to identify appropriate social studies areas where additional instruction can be infused in order to assist the learner in reaching career development objectives.

Developing Effectiveness

Generally speaking teachers need specific instruction about effectively employing the infusion process. In-service help for instructors is available from local and district Career Education Coordinators, Michigan Department of Education staff and from the teacher training Michigan Career Education Consortium personnel.

A variety of materials are necessary for teachers to effectively use the infusion process.

1. The most important is a clear statement of the subject matter learner outcome and planned instructional techniques. These are generated by the teacher or the school district.
2. The "A Reference Guide to Career Development Goals and Performance Indicators" is available. This publication may serve as a guide to teachers in writing their own performance objectives or can be used directly.
3. Career Education Curriculum Worksheets are available from the Michigan Department of Education. (See attached).
4. A "Career Development Idea/Activity Book" providing career development ideas and activities by grade group and career development component is provided. (See attached sample).
5. A "Career Development Resource Guide" listing commercially produced instructional materials and resources too can be obtained from the Michigan Department of Education.
6. And local or regional media resource catalogues and Community Resource Workshop guides add greatly.

Infusion Impact

At this point in time less than two years after Public Act 97 was signed, the infusion process is not commonly practiced in Michigan social studies classrooms. This is not an unreasonable condition considering the short period of time that lapsed and the vast amount of energies and resources that were needed to develop materials and evolve an organizational structure.

However, based on the experiences of several field test school districts and in-service work with teachers some qualified observations can be made.

1. The infusion process does indeed add relevance not only for students but for teachers as well.
2. The infusion process does require greater planning time on the part of the teacher at least at the initial stages.
3. The local community via advisory boards, guest speaking and by providing field trip sites are having greater impact on social studies curriculum than prior to the advent of the Career Education movement.
4. Generally elementary school teachers appear more comfortable with the infusion process than secondary teachers.
5. There is evidence that suggests that a teachers' perception of themselves may be critical to their effective utilization of the infusion process.
6. Consideration of varied vocational roles (previously sex oriented) caused some social studies teachers an observable degree of uneasiness which may or may not be related to the infusion process.

Additional research about this instructional technique seems warranted. A degree of "Hawthorne effect" is present making the true impact unclear.

Select Michigan Career Education publications utilized in the development of this paper.

1. "A Reference Guide, Career Development Goals and Performance Indicators," 2nd Edition, Michigan Department of Education, Lansing, Michigan.

2. "Career Development Idea Activity Book," Michigan Department of Education, Lansing, Michigan.

3. "Career Education Resource Guide," Michigan Department of Education, Lansing,Michigan.

4. "Career Education Handbook for Implementation," Michigan Department of Education, Lansing,Michigan.

These Career Education materials plus others are currently available. For a complete listing and prices, write Dr. Cas Heilman, Career Education Coordinator, Michigan State University, 334 Erickson Hall, East Lansing, Michigan, 48824.

CURRICULUM WORKSHEET

LESSON/UNIT:	
GRADE GROUP:	SUBJECT:

NOTES

MICHIGAN CAREER EDUCATION

CAREER DEVELOPMENT LEARNER OUTCOMES

SUBJECT MATTER LEARNER OUTCOMES

LEARNER ACTIVITIES	LEARNER RESOURCES

TEACHER ACTIVITIES	SUPPORT SERVICES

EVALUATION	
PRE-TEST	POST-TEST

TITLE: Cutapart Safety

SUBJECT MATTER: Social Studies/Language Arts/Spelling

PURPOSE:

1. To enable students to relate safety rules to follow in different work areas.

(9.1) 2. To enable students to understand the relationship between citizen roles and life styles.

PRIMARY ACTIVITY: (K-3)

1. Hold up picture story mounted on a card board leveling.
2. Have students relate safety rules being observed by composing a short story.
3. Write short story on tag board—cut apart between lines.
4. Place story in envelope and fasten to picture story card.
5. In free time students arrange all parts of story face up on desk in proper order so they can read story again and look at picture.

MATERIALS:

1. Picture of safety rules being observed on work situation
2. Tag board
3. Envelope

VARIATIONS:

1. Have students write out story on tag board and cut.
2. Group work a story through student appointed jobs—one print, one cut, one arrange, etc.
3. Use pictures of single occupations—compose short story about occupations.

TITLE: The Sounds of Work

SUBJECT MATTER: Science/Social Studies/Language Arts

PURPOSE:

1. To acquaint students with various types of sounds connected with industry/occupations.

(6.2) 2. To enable student to recognize occupations to cluster in several ways.

(6.3) 3. To enable student to acquire information about occupations.

PRIMARY ACTIVITY: (4-6)

(6.3) 1. Students listen to tape of sounds or noises of an occupation.

2. On a worksheet list what made sound, what work was being done, what is their reaction to noise?

3. Would this be a good noise level for them to work with?

MATERIALS:

1. Tape or record of an occupation–(i.e. construction, factory, etc.).

2. Work sheet with columns to fill in the information. How was sound made? What work is being done? Reaction to sound.

VARIATIONS:

1. Listen to sounds in classroom while working–have students pick out or identify what made sound and what work was being done-can expand to other activities in classroom.

2. Have various tapes of sounds & have students identify different tools/occupations/ noise levels–How effect workers.

3. Have students make "sound" book or chart of tools of an occupation and write in word of sound & tool. (i.e. Picture of hammer, Name=Hammer; sound=whack) Expand to large books or charts of different bang occupations.

4. Visit different work setting in school or field trips-offices & boiler room, institutional kitchens & house keeping-compare the different types of sounds heard, identify what made them-correlate sounds with people working that job–Discuss how these sounds might effect personalities or attitudes of workers. Discuss how student felt just listening to sounds for a short while–try to project working in these sounds.

5. Make tapes of sounds of occupations-compare similarities in the tapes–differences-could one choose a career based on sound?

6. Work with safety science people about hazards of sound (fatigue, slow deafness, loss of acute hearing, getting used to sounds) and what can be done and what is being done to prevent this.

TITLE: Our Art/their Art

SUBJECT MATTER: Social Studies/Art Appreciation

PURPOSE:

1. To acquaint studies with the art of other people's.

(1.2) 2. To enable students to recognize similarities and differences between their interests and values and those of others.

PRIMARY ACTIVITY: (7-9)

1. While studying a foreign land, have students identify art of the land. Have students indicate which of the identified art they like and that they do not like.

2. Have students view 10 art objects (selected by you to include pop art & classical art) and rank them individually according to their preference.

3. Compare student's ranking, noting differences.

4. Draw out through discussion the role of interests and values of individuals in deciding what is art. Note that these differences in preference exist within the class as well as across continents. Emphasis: One's unique interests and values help make them an individual.